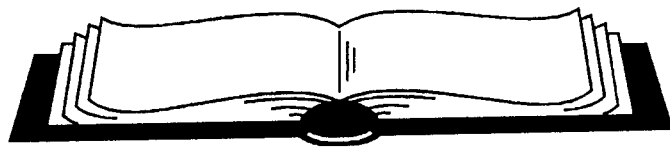


## NEW JERSEY

2000-2001

Guidelines and  
Application**BEST  
PRACTICES****Deadline for Application to County Office:  
NOVEMBER 27, 2000**

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

|  |  |
|--|--|
| Category <u>School to Careers-Workplace Readiness</u> (Application is limited to one category. See page 3 for details.)  |  |
| Practice Name <u>S.C.O.P.E., SEARCH, S.T.E.P., and SOAR</u>  |  |
| Number of Schools with Practice <u>1</u> (If more than one school or district, read and complete information on page 2.) |  |

|   |   |
|---|---|
| County  | <u>Passaic</u>  |
| District (Proper Name)  | <u>Lakeland Regional High School</u>  |
| Address   | Street/P. O. Box<br><u>205 Conklintown Road</u><br>City <u>Wanaque</u> New Jersey <u>07465</u> Zip Code |
| Telephone   | <u>(973)835-1900</u> Fax <u>(973)835-2834</u> Email <u>@lakeland.k12.nj.us</u>                          |
| Chief School Administrator  | <u>Albert J. Guazzo, Interim Superintendent</u>   |
| Nominated School #1<br>(Proper Name)                                      | <u>Lakeland Regional High School</u>  |
| Address   | <u>205 Conklintown Road</u><br>Street/P. O. Box<br>City <u>Wanaque</u> New Jersey <u>07465</u> Zip Code |
| Telephone   | <u>(973)825-1900</u> Fax <u>(973)835-2834</u> Email <u>@lakeland.k12.nj.us</u>                          |
| Principal   | <u>Albert J. Guazzo</u>   |
| Program Developer(s)  | <u>Jane Mangiameli</u>  |
| Application Prepared By   | <u>Jane Mangiameli</u>  |
| Chief School Administrator's or Charter<br>School Lead Person's Signature | <u>Albert J. Guazzo</u>   |

|   |  |
|---|--|
| <b>FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY</b>                       |  |
| Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | County Superintendent's Signature <u>Maria Muroletto</u> |

NEW JERSEY STATE DEPARTMENT OF EDUCATION

**NEW JERSEY  
BEST PRACTICES  
2000-2001 APPLICATION**

**Application Requirements:** Failure to comply with the procedures for submission of the application will result in the elimination of the application.

- RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
- USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
- Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used.** (This sentence is in twelve-point Times New Roman.)
- KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages**. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
- The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
- The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- The original and seven copies of the application must be submitted to the county superintendent of schools by **November 27, 2000**, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

| The following data is required to assist the panelists in the evaluation of the application: |                     |  |
|--|---------------------|--|
| <b>Type of School</b>  | <b>Grade Levels</b> | <b>Practice Name</b> <u>S.C.O.P.E., SEARCH, S.T.E.P.</u>   |
| <input type="checkbox"/> Elementary School   | _____               | <u>SOAR</u>  |
| <input type="checkbox"/> Middle School   | _____               | Number of Schools with Practice <u>1</u>   |
| <input type="checkbox"/> Junior High School  | _____               | Number of Districts with Practice <u>1</u>   |
| <input checked="" type="checkbox"/> High School  | <u>9-12</u>         | Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics            |
| <input type="checkbox"/> Other: _____  | _____               | <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural |

| Check the ONE CATEGORY into which the practice best fits.                     |   |   |
|---|---|---|
| <input type="checkbox"/> Arts (Visual and Performing Arts)                    | <input type="checkbox"/> Educational Technology   | <input type="checkbox"/> Safe Learning Environment                        |
| <input type="checkbox"/> Assessment/Evaluation                                | <input type="checkbox"/> Gifted and Talented Programs   | <input checked="" type="checkbox"/> School-to-Careers/Workplace Readiness |
| <input type="checkbox"/> Bilingual Education and Diversity                    | <input type="checkbox"/> Health and Physical Education  | <input type="checkbox"/> Science  |
| <input type="checkbox"/> Citizenship/Character Education                      | <input type="checkbox"/> Language Arts Literacy   | <input type="checkbox"/> Social Studies                                   |
| <input type="checkbox"/> Early Childhood Education Programs                   | <input type="checkbox"/> Mathematics  | <input type="checkbox"/> Special Education                                |
| <input type="checkbox"/> Educational Support/Guidance and Counseling Programs | <input type="checkbox"/> Professional Development   | <input type="checkbox"/> World Languages                                  |
|   | <input type="checkbox"/> Public Engagement  |   |
|   | (family involvement and partnerships with business, community, school districts, and/or higher education) |   |

- Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
- List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,\* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
- Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
- Describe how you would replicate the practice in another school and/or district.

\*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.  
6apbbp.20

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

The program of S.C.O.P.E., SEARCH, S.T.E.P., and SOAR is a four-year school-to-career curriculum initiative developed by this district. Incorporating the Workplace Readiness Standards of the Core Curriculum Content Standards into the district's strategic plan, this program of studies better prepares students for their eventual entrance into the workplace. S.C.O.P.E., SEARCH, S.T.E.P. and SOAR promote relevance between students' school experiences and their plans for adulthood, meaningful career choices, and successful employment.

*S.C.O.P.E. (School, Career Orientation, and Personal Education)*, the freshman requirement, begins the career planning process by helping students understand their attitudes, aptitudes, and abilities. Students develop career awareness while completing a workplace profile that includes personal development, planning and goal setting; decision making, study skills and speech; and career planning with the completion of a Career Passport. In the Career Passport (a course-created booklet) students provide, not only data including personal, educational and career goals but also, career research on five careers. In this class students also begin the drafting of a portfolio, which is a graduation requirement. Students complete a study skills inventory and retest in their junior year. Each student is given a TimeTracker, which is a personal day timer, through which students develop self-management skills. This is an interdepartmental team-taught course by business, technology education, and English teachers.

*SEARCH* is the sophomore independent research project. Students utilize their Career Passport, developed in S.C.O.P.E., as a springboard to detailed research of three to five possible career pathways. Students complete research utilizing the new Career Resource Center. This center was developed as part of a school-to-careers grant and contains computers with internet access, a television and VCR to view career videos, and a variety of cd's and books related to careers. One outcome of this research is the relevant course selections for the junior and senior years. A summary report is included in the student portfolio. A teacher is assigned to direct and assist each sophomore through his/her research project.

The junior *S.T.E.P. (Students to Experience Professions)* program is a voluntary structured learning experience where students make one-day visitations to local businesses and complete an evaluative report. This project is completed with the cooperation of the Chambers of Commerce of the sending districts. The visitations are based on the career research completed in SEARCH.

*SOAR* is the senior seminar designed for the analysis, completion, and final evaluation of each student's portfolio. There are 17 components required in the portfolio. Along with assessments, aptitude tests, and resumes, students must also include coursework in specific areas. These include: Computation/Technology, Humanities/Writing, Pure/Applied Science, and Fine/Performing Arts. Each entry must include a reflection sheet. This reflection sheet defines the objectives of the activity and the student's reaction to how this affects his/her future. A final reflection paper on the school to career and portfolio experience is required.

The program was developed from the objectives and activities identified as part of the district strategic planning initiative during the 1996-1997 school year. The objectives developed in the strategic plan were derived from the five Workplace Readiness Standards. Four of the five Workplace Readiness Standards were incorporated in the district's strategic plan adopted in April 1997. One strategic plan

objective states, "With the graduating class of 2002, each student will have developed a documented career strategy." Within this objective are the activities that formed the basis of the development of S.C.O.P.E., SEARCH, S.T.E.P., and SOAR. A second strategic plan objective states, "With the graduating class of 2002, each student will successfully complete a program that will develop personal, social, and educational skills, culminating in a portfolio demonstrating student growth." This established the portfolio as a graduation requirement, as well as the personal, social, and educational introspection activities that are part of S.C.O.P.E.

To establish a school-to-career initiative in a community with little industry, little corporate accessibility, and limited public transportation, designed to meet the needs of the student community on a scale that was achievable presented a program, scheduling, and budgeting challenge. Because industry indicates that graduates are unrealistic and unprepared to enter the workforce and college graduations are not proportionate to the numbers of students entering college, this program was initiated. This curriculum initiative fosters an understanding of the connection between school and work, helps each student to make informed and relevant course selections, promotes learning and an understanding of the importance of career management in an environment where career development is considered an essential component of every student's education.

2. List the specific *Core Curriculum Content Standards, including Cross-Content Workplace Readiness Standards*, addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.

The Workplace Readiness Standards addressed by this program are:

- a. All students will develop career planning and workplace readiness skills.
- b. All students will use technology, information, and other tools.
- c. All students will use critical thinking, decision-making, and problem-solving skills.
- d. All students will demonstrate self-management skills.

This initiative addresses the career-planning standard with the freshman Career Passport which is an individual career plan. Students also complete career interest surveys, aptitude and attitude surveys that address workplace readiness skills.

Students use available technology, information derived from web sites, videos, posters and books, and other tools in the SEARCH project. Working in the Career Resource Center, a teacher monitors progress and provides assistance with web sites, videos, and cd's that are available for input into the report and summary paper required.

All components of this initiative involve self-analysis through inventories and reflective activities. Students learn to work cooperatively and learn a problem-solving method by completing a tower-building activity. The impact that these activities have on student course selections requires considerable decision making by each student.

Self-management skills are addressed with the use of the TimeTracker to monitor schoolwork, grades, and activities. Students are also instructed in study skills, note taking, and speech.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

One of the most important needs addressed in this program is the understanding by students of the relevance of their education. Students need to know what they are learning (not “taking”), why they are learning it, and how they can use it. While this aspect is not directly measurable, it is significant. The objectives of this initiative are also the district school-level objectives and middle states goals. The objectives assess both the program and the district. The improved grades of students are measured by increased honor roll results. During the 1998-1999 school year, an average of 230 students each marking period were on the regular or high honor roll. During the 1999-2000 school year, an average of 371 students each marking period were on the regular or high honor roll. The increase of 61% can be credited in part to the success of this initiative.

As the method for middle states evaluation, the district chose the Accreditation for Growth Model. This required the district develop a strategic plan. During the 1996-1997 school year the district formulated its strategic plan with input from students, staff, and the community and adopted it in April 1997. The strategic plan goals are:

1. *With the graduating class of 2002, 100% of students will demonstrate effective critical thinking skills as measured by analysis of a student project.*  
All students begin a portfolio as freshmen and place entries in it each year. Each student is required to select work that stands as evidence of success in the classroom and write a reflective analysis of the project.
2. *With the graduating class of 2002, 100% of students will demonstrate a career strategy as measured by a written career plan.*  
All students begin the development of a career plan in S.C.O.P.E. and further develop that in SEARCH. By graduation all students will have successfully completed this requirement.
3. *With the graduating class of 2002, 100% of students will successfully demonstrate personal, social, and educational skills culminating in a review of a student portfolio.*  
All students graduating in 2002 will have a completed portfolio. A senior seminar class provides an opportunity to review all entries, revise selections, complete resumes, and complete written evaluations of both the school-to-career initiative in general and the portfolio experience specifically.

These objectives are directly related and assessed by the school-to-career initiative of S.C.O.P.E., SEARCH, S.T.E.P., and SOAR.

To demonstrate further commitment to this initiative, the district developed school-level objectives from the Accreditation for Growth model which measure the success of this program. The school-level objectives hold students accountable for their career planning strategies and portfolio requirements. They are:

1. *Ninth grade students in the graduating class of 2002 will show growth in critical thinking/study skills as evidenced by a mean gain of 10% on the hm Study Skills Inventory Level 2.*

Administered in the Fall 1998 and Fall 2000. As this is a student subjective evaluation, it was determined that with increased maturity students were more critical of their study skills and therefore did not assess themselves as improved.

2. *Eighty five percent of the ninth grade students of the graduating class of 2002 will demonstrate acquired knowledge of the strategies necessary to develop a personal career plan evidenced by successfully completing the required S.C.O.P.E. course.*

|           |            |                       |
|-----------|------------|-----------------------|
| 1998-1999 | 228 of 245 | 93% passed S.C.O.P.E. |
| 1999-2000 | 283 of 303 | 93% passed S.C.O.P.E. |

3. *Each year a random sampling of at least 25% of the students in the class of 2002 will have demonstrated successful completion of the portfolio components required for graduation.*

|           |  |
|-----------|--|
| 1998-1999 | 63 samples chosen and found to have completed the required components of the portfolio |
| 1999-2000 | 63 samples chosen and found to have completed the required components of the portfolio |

To quote from the Accreditation for Growth mid-point review report, “the Superintendent described three educational focal points for the strategic planning activities. The first is the focus on career planning with concentration on student reflection as a keystone to the success of this effort. A second important aspect of improvement efforts is to encourage greater student-teacher interaction in the learning process with projects, assessment, and action research. The third focal point is the graduation portfolio. The ultimate desire is for the student to become more responsible for his/her education.” The Accreditation for Growth review team assessed the three goals and stated, “The school has made impressive progress.” The team reviewed the program and noted that the district has exceeded its target percentages for success. The Career Resource Center was cited as one of the most successful aspects of the strategic plan so far.

4. Describe how you would replicate the practice in another school and/or district.

Each level of this initiative has documentation. Duplicated materials would include:

|            |   |
|------------|---|
| S.C.O.P.E. | Course syllabus including activities, inventories and assessments. TimeTracker, Career Passport, Portfolio checklist, Reflection sheet.   |
| SEARCH     | SEARCH Project packet that includes online outline for research components and an outline for the summary evaluation to be completed by each student.   |
| S.T.E.P.   | Documents used to contact Chambers of Commerce including explanation of the four-year initiative, employer interest form, parental consent, employer worksite evaluation, and student evaluation. |
| SOAR       | Course syllabus including activities including resume writing, Portfolio checklist, Reflection sheet, Final Summary sheet.  |